

for a class in literature an adequate book of selections from English or American literature.

A SUGGESTIVE LIST

FOR GRAMMAR

- Davis—Practical Exercises in English—Ginn & Company.
 Hanna and Taylor—1600 Drill Exercises in Corrective English—Noble & Noble.
 Buehler—Practical Exercises in English—American Book Company.
 Practice Leaves in English Fundamentals—Department of English, Harrisonburg State Teachers College.
 Lewis and Hosc—Exercises in Practical English—American Book Company.
 Kingley, Mason & Rogers (Los Angeles)—A Brief Review of English Grammar with Supplementary Exercises.

FOR LITERATURE

- Pattee—Century Readings in American Literature—Century Co.
 Newcomer, Andrews and Hall—Three Centuries of American Poetry and Prose—Scott, Foresman.
 Greenlaw-Stratton—Literature & Life (Book 2)—Scott, Foresman.
 De Mille—American Poetry—Allyn & Bacon.
 Long—American Poetry—American Book Company.
 Rees—Modern American Prose Selections—Harcourt, Brace & Company.
 Page—Chief American Poets—Sanborn & Company.
 Simons—American Literature through Illustrative Readings—Scribner's.
 Rittenhouse—A Little Book of American Verse—Houghton Mifflin.
 Rittenhouse—A Little Book of Modern Verse—Houghton Mifflin.
 Rittenhouse—A Second Book of Modern Verse—Houghton Mifflin.
 Calhoun & McAlarney—Readings from American Literature—Ginn.
 Untermeyer—Modern American Poetry—Harcourt, Brace & Co.
 Pace—Readings in American Literature—Allyn & Bacon.
 Carpenter—American Prose—Macmillan.
 Forbes—Modern Verse—Henry Holt & Company.
 Cooper—Poems of Today—Ginn.
 Wilkinson—Contemporary Poetry—Macmillan.

ENGLISH LITERATURE

- Cunliffe, Pyre, and Young—Century Readings in English Literature—Century.
 Newcomer and Andrews—Twelve Centuries of English Poetry & Prose—Scott, Foresman.
 Greenlaw-Miles—Literature & Life (Book 4)—Scott, Foresman.
 Manly—English Poetry & Prose—Ginn.
 Untermeyer—Modern British Poetry—Harcourt, Brace & Co.
 Rittenhouse—Modern British Poetry—Houghton Mifflin.
 Greenlaw-Hanford—The Great Tradition—Scott, Foresman.
 Baldwin and Paul—English Poems—American Book Company.

- Pancoast—Standard English Poems—Holt.
 Parrott & Long—English Poems from Chaucer to Kipling—Ginn.
 Rich—A Study of the Types of Literature—Century Co.

H. AUGUSTUS MILLER

THE LIBRARY IN JUNIOR HIGH SCHOOLS

THE place of the library in the junior high school building is at the front center located at a point most easily accessible to the greatest number. It should be the most attractive, the most beautifully appointed, the most homelike, and the least school-like room in the building. Its needs in equipment of furniture, books, periodicals, supplementary instructional aids, and decoration should take precedence over the needs of every other activity in school administration.

The junior high school library should be an open invitation. Its cordial, hospitable, and persistent appeal should be irresistible. It should invite acquaintance, it should ripen acquaintance into friendship, it should bind every adolescent of the junior high school with bonds of attachment capable of resisting the temptations of less worthy friendships however or whenever encountered. No other activity of the school, not even the lure of the gymnasium, auditorium, shops, fine arts, or even the attractive social activities, should be permitted to wield the influence comparable to that which the junior high school library should exert.

The glory of transmission is the crowning tribute which can be paid to a junior high school library which fulfills, if permitted to do so, its full mission to early adolescent children. The glory of transmission is the glory of service. The faculty is served by the library, the pupils are served, every classroom, every subject in the program of studies, every assembly program, every homeroom activity, every curricular inter-

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est, each social activity, in short, the whole life is ministered to by the library. It is the servant of all. By service it is entitled to the high place in the junior high school which should be accorded this agency of greatest service.

Let me present two considerations which will give full warranty to the elevated place in the junior high school which I have given the library. First, our educational method is today undergoing a fundamental modification far beyond our present power to evaluate. The modern school, and particularly the comparatively recent reorganization involved in the junior high school movement, is being reconstructed upon the sound pedagogical theory of learning by doing. The privilege of growth through self-directed activity is passing from the teacher to the pupil. Activity, or learning by doing, with opportunities for the training in independent thinking, such activity is becoming the rôle of the pupil under the actual but unobtrusive direction and guidance of the teacher.

The principles of directed study, of the socialized recitation, and of the whole scope of the socialized curriculum and correspondingly reconstructed methods are based upon pupil activity or learning by doing under teacher guidance. The single textbook which pupils were led under threat of dire consequences to master page by page has been replaced by a laboratory method which selects with discrimination the offerings of many textbooks. The problem-project method, the co-operative pupil and teacher preparation and recitation method, the pupil committee research and report method, the laboratory method of investigation, observation, and report—all the methods today employed in the modern classroom and particularly in the junior high school, the vanguard in the skirmish line of educational reconstruction, have changed former dependence upon the single textbook to a correlation of the adopted textbook with many resources.

The single textbook has not been replaced and doubtless will never be, but it is accepted in present practice not as the sole source but as one of many sources. In brief, the textbook has been supplemented by the library. This is as it should be and as it always has been above the junior high school. In the library, therefore, are centralized all those auxiliary aids which are comprised in reference books, encyclopedias, gazeteers, card catalogs, the *Reader's Guide* and other indexes, as well as maps, pictures, slides, and aids to objective teaching which serve to supplement the single textbook. In the library should be consolidated all the accessory sources of materials for classroom and social activities of the whole school life. The library so conceived and administered conditions the full functioning of the real junior high school.

It is a false impression that the library is an added expense in school operation. It is in fact economy put into practice. One reference work will do the work of a dozen scattered in as many classrooms, one stock of visual education materials will serve many classrooms. But the place of the library in the junior high school or in any school is not to be determined by motives of economy but by tests of greater efficiency in educational reorganization. The day has passed when the school library can be looked upon as a luxury. It has become a necessity in our educational reconstruction. It is an indispensable and pivotal source of co-operative service to every educational activity in the modern school.

The second consideration which determines the true place of the library in the junior high school is its adaptability to instinctive needs of the early adolescent age. From this point of view one needs to turn to early adolescent psychology. All phases of the psychological expansion of early adolescence are significant to the junior high school librarian. There is a mental inquisitiveness in this age which exceeds that of any other stage in life. Nature is

now giving the individual enlarged intellectual power and with the expansion of mental power comes the instinctive impulse to use it. In this intellectual expansion the pubescent child wants to experience the joy of independence of thought. He instinctively dislikes and rebels against a vicarious mental state. The time has passed when the teacher can impose his thought upon the pupil. The early adolescent demands his undeniable heritage to think for himself, and to launch out on the individual's life search for truth and knowledge, and for the experiences which teach him the ways of life. He must have his own experience; he must now learn by doing; he must live his own personal life.

No agency surpasses the library in its potential power to guide early adolescent expansion. In the library the girl and boy find the source upon which their instinctive inquisitiveness, their insatiable appetite for knowledge, their impulses to learn through self-activity, their emotional and moral awakening powers may feed and grow. In the library the early adolescent finds no repression of his normal impulses, only an invitation to satisfy instinctive cravings.

Guidance in the library is unobtrusive, for the early adolescent does not know and does not care that every volume in his junior high school library has been selected with scrupulous care to eliminate the harmful and to magnify the wholesome. Here early adolescent youth finds friends and guides who do not dominate him but who lead him to sources of knowledge and truth which are for him unexplored lands of wonder and delight. Among his book friends he finds heroes of physical and moral courage who become his guiding patterns for the balance of his life. He finds in the library companionships which always will remain with him. The junior high school library is an environment for the controlled expansion of early adolescence which provides "so much good to do that the bad cannot creep in."

It is, accordingly, little short of criminal negligence to restrict a junior high school library wholly to the supplementary and accessory aids essential to instructional purpose of the classroom. The junior high school library should be a rich storehouse of juvenile fiction, of biography, of travel, of vocations, of all literature which is written for youth. It is, therefore, secondarily a reference or instructional supplementary agency and primarily a circulating agency of juvenile literature. It should principally be an agency to distribute books which pupils personally select without prescription and secondarily an agency to administer accessory aids which pupils use under teacher direction.

Library statistics prove, I believe, that the height of the curve of reading is reached at thirteen and fourteen years of age which synchronizes with the junior high school. Repeatedly I have observed that by far the greatest proportion of children who frequent voluntarily the school and public libraries are early adolescents.

If we realize the far-reaching importance of a properly balanced library in the junior high school, it is axiomatic to say that instruction should be given in the use of the library. Pupils do not know but must be trained how to use the full resources of the library. It is, further, axiomatic to say that only a trained librarian can in turn train early adolescents in intelligent use of library resources. The practice of setting aside library periods for class instruction by the school librarian within school hours will grow as the true place of the library in the junior high school is appreciated. This practice is the means already intelligently employed by many junior high schools which effect the full functioning of the library.

It is the consideration of the adaptability of the junior high school library to instinctive needs of pubescent children and its perfect accord with early adolescent psychology by which the place of the junior

high school itself in the public school system must in the final analysis be determined. It is my hope, which I see increasingly fulfilled, that in each junior high school building the most beautiful quarters will be assigned to the library, that each junior high school faculty will contain a trained librarian, and that each school administrator's budget will include an annual appropriation for library growth.

JAMES M. GLASS

ENGLISH NOTES

FIRST PRIZE TO VIRGINIA HIGH SCHOOL MAGAZINE

A Virginia high school magazine was awarded first prize in the Columbia University Press Association meet, held in New York March 13 and 14, when *The Critic*, literary magazine published by the students of the E. C. Glass High School, Lynchburg, won on the basis of its superiority over all other magazines entered in the contest by high schools of more than 1,000 enrollment.

Attending the meet from Lynchburg were three high school students, Lewis Matton, editor-elect of *The Critic* for the coming year, and two members of the staff of the school newspaper, *The High Times*, which was also entered in a similar contest arranged for high school newspapers. The three Lynchburg boys were sent to New York with all expenses paid by three local civic clubs, Rotary, Kiwanis, and Lions.

Since the establishment of the newspaper at Lynchburg a year ago, *The Critic* has been developed into a purely literary magazine. English teachers who have assisted in advising the staff are Miss Eveline O. Wiggins, Miss Elsie V. Talbot, and Mrs. H. T. Nicholas.

ORGANIZATION STRENGTHENED

H. Augustus Miller, Jr., president of the English Section of the State Teachers As-

sociation, is much gratified at the progress made in organizing the English teachers by districts. In every district except "I" time has been provided on the program for the English teachers to meet.

Miss Gertrude Bowler, of Lawrenceville, is chairman of the District D organization, which is scheduled to meet in Petersburg early in April. Miss Eva Branch, of John Marshall High School, undertook to organize the teachers of District C, which met at Richmond on March 28. Miss Anna S. Johnston, of Portsmouth, is president of the organization in District B. District E, meeting at Martinsville March 21, was to be organized by Miss Mary L. Goode. The teachers of District K, meeting at Lebanon March 20 and 21, were to be called together by President McConnell of the Radford State Teachers College.

It is hoped that before the next annual educational conference the English teachers in each of the eleven districts will have local organizations.

CHIEF OBJECTIVE IN ENGLISH WORK

Members of the English department at the E. C. Glass High School, Lynchburg, have felt for some time that the greatest weakness in their teaching lay in the written work. This condition is not peculiar to our school, perhaps, as complaints come from all the colleges to the effect that freshmen do not recognize a sentence, have no conception of punctuation, and spell poorly. Recognizing this fact, the English teachers have taken as their objective "More and Better Written Work." They have determined that students shall write and speak correctly their mother tongue. To this end more practice and drill is being given and substantial co-operation from other departments is being given by their demanding papers correct not only in content, but in expression, sentence structure, punctuation, and spelling.

ELSIE V. TALBOT